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ABSTRACT

This two-part learning module was designed to assist student personnel administrators in developing and implementing a training program for student peer counselors. Introductory material presents a rationale for such training programs, examining the usefulness of peer counselors in meeting the informational needs of students at minimal cost and stressing that the success of peer counseling depends upon the student counselors' training. Part I of the module then discusses the premise that these training efforts should focus on improving the self-understanding and communications skills of peer helpers. It goes on to detail the steps in designing a peer counselor workshop: identifying sources of trainees; articulating training objectives and the counseling philosophy; sequentially organizing training objectives; securing needed resources; planning activities related to trust building, exploring individual differences, communicating, and solving group and individual problems; and implementing and evaluating the program. Part II then details the objectives and activities of a four-day training workshop for peer counselors. Descriptions and timeframes are provided for: an orientation session; two communication skills labs; sessions covering general college information, developing helping skills, and principles of counseling; registration training; and evaluating the training and the helping experience. (JP)

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PEOPLE HELPING PEOPLE
A FACILITATOR'S GUIDE AND TRAINING MODULE FOR A PEER HELPER TRAINING PROGRAM

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JC 810 176

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CREDITS

Where it is possible to do so, references for the training activities are noted; however, I learned many of the activities through experience at numerous personal growth workshops I have attended over the past several years, and I really don't know their original source - they just pass from group to group. I have not intentionally omitted any references.

Some of the activities have evolved from within our own faculty. A special note of appreciation is due to these important people - the student development personnel at ACC - who added their touch to the program these past few years: to Jonathan Armendariz, Alicia Garza and Ross Oliver who have at various points taken leadership in staff efforts with the program. Other counselors who have been involved in the training are Glo Foley, Karen Hutchins-Horton, Olden Jordan, Gerri Mahone, Susan Maynard, Emma Moore, Ruth Smith and Mae Thompson. Arthur Sims, Director of Student Services at ACC, Rio Grande Campus, has provided continuing support to the program also. Dr. Kathryn Goldman, Chairperson of the Human Development Program at ACC, Ridgeview Campus, has also worked with our peer helper training program for several semesters and she contributed the non-verbal communication that is included in the module for Communication Lab I.

I want to acknowledge the influence of my personal mentors: Dr. Earl Koile of the University of Texas at Austin through whom I first learned the value of group work, and after whom I model my approach to groups; Dr. Oscar Mink, also of the University of Texas at Austin, who

provides tremendous inspiration each time we meet and who taught me some basic group process skills and trainer interventions; and Dr. Barbara Mink, President of Organization and Human Resource Development Associates, Inc., Austin, Texas, who offered important structural suggestions and actually worked with one of our first training groups. She also arranged for training several of our counselors in Reality Therapy which is an integral part of the program.

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Bill Rose
Austin, Texas
October, 1979

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INTRODUCTION

People helping people: it's not a new concept. In fact it's an ancient practice. Today a broad range of helping, or service, occupations comprises a major portion of our nation's work force. We speak of the helping professions, a term used to describe the various human services performed by people who have met the educational and experiential training criteria specified by their professional organizations.

During recent years some professional service groups - law, medicine, and education - have been extending their services by opening up their ranks to workers who do not have the full complement of training for professional status, but whose training is quite adequate to allow them to work along with and to assist the professionals. These paraprofessionals provide a valuable service, often by working directly with the clients or customers in the functional interactions that do not require a high level of training, thereby freeing the professional person to work with the situations where higher order skills are needed.

Within the realm of educational services, colleges must provide quality (helpful) services, otherwise they cannot stay in business. During the 1970's American colleges began experiencing a leveling or a decline in enrollments, accompanied by serious budget limitations. This unaccustomed predicament was coupled with calls for accountability and the continued expectations that excellence be maintained. In such a sobering

situation, colleges began to look for more ways to utilize paraprofessional personnel in order to meet student needs for educational services with minimal increases (or possible reductions) in institutional expense.

Graduate teaching assistants and resident advisors in on-campus housing are examples of long-established paraprofessional positions that were designed to provide basic educational services at minimal cost. In recent years, colleges have employed peer tutors and peer counselors more extensively in an effort to meet the increasing needs of students. These needs are, in part, so individualized that the cost of providing them totally with professional personnel would be prohibitive. Aside from this budgetary consideration, Roueche and Snow indicate that students trust the assistance that is available from peer helpers. This seems particularly true for non-traditional students who feel that someone with similar experiences understands them and can give valuable assistance.

Such a demand for personalized attention is particularly true regarding students' requests for counseling. Even though the practice of group counseling is proving to be an effective way of meeting human needs as well as being an efficient use of a counselor's time and energy, requests for counseling are almost always presented individually. Frequently it is not practical or prudent to refer the individual into a group, particularly

if the service is needed now or if the request for "counseling" turns out to be a request for information that does not require professional attention.

Paraprofessionals or peer helpers can meet these basic needs of students at a greatly reduced institutional expense while at the same time leaving the professional counselors free to attend to their developmental, preventive and rehabilitative counseling functions. The use of peers as helpers in educational settings gets back to the ancient practice of people helping people. An individual is often willing to trust information and advice from another person who is perceived as a peer, particularly if the peer has some experience in the setting where help is needed.

The purpose of this training module is to assist counselors or student personnel administrators in planning a peer helper training program by focusing on this helping aspect of peer relationships as well as by utilizing some of the valuable, basic elements in the training of professional helpers.

To accomplish this purpose, the module is set up in two parts. Part A is an overview of the conceptual basis for the training which will be helpful in implementing a program. Part B is an actual training program that has been functionally effective for four years in a community college setting. Counselors or staff

development personnel may use it as a guide for setting up their own peer counseling program or to modify an existing program. Additionally it may be adapted for training peer tutors, resident advisors in dormitories, laboratory assistants, and clerical or other classified staff who have frequent interaction with students. It can also be useful as training for faculty members who may have some counseling or academic advising responsibilities or who want to respond helpfully to students prior to a referral for counseling.

Beyond educational settings this program could be adapted for training retail sales personnel or other personnel who have occasional-to-frequent interactions with paying customers or service clientele. Clerical staff and intake personnel at public service agencies are other work groups for whom this training would be suitable.

RATIONALE

An open-admissions community college registers large numbers of students who have limited academic training and/or experience with complex educational systems. Once it has admitted these students, the college assumes the responsibility for assisting them in their new experience of going to college so that it is marked by success and growth. If the college does not perform this vital service, the result will be a high percentage of attrition, frustration and discontent among a significant portion of the student body, and a growing distrust and lack of confidence among people in the community that the college is supposed to serve.

The functional aspect of this service is largely a matter of information dissemination - providing information, in whatever method that is necessary, so that the students can understand the college system and move through its processes successfully. Counselors, who are most often the first professional staff with whom new students have contact, must utilize various methods to provide the necessary information. The training of student workers is one of these methods, for it is through the use of peer helpers in providing basic information and in answering pedestrian questions that the professional counselor will gain more space in which to assist students with educational goals and degree plans, career plans, and personal needs.

The counseling faculty can draw its peer helpers from the group of students who are eligible for the College Work-Study Program (CWS) as part of their financial aid package. Almost all colleges participate

in the federally-funded College Work-Study Program through which students who are eligible for financial aid are placed in a work setting on campus (sometimes off campus) to earn a portion (or in some cases all) of their financial aid award. While it provides useful income for students, the work-study arrangement also provides a considerable personnel resource for the colleges.

It is incumbent on the colleges to train these students so that the workers themselves can have a more meaningful work experience and so that they will be effective workers. From the writer's own experience in working with such a training program for four years, both of these objectives have been attained in the peer helper training program described here.

The students appreciate the training because it demonstrates that the college cares enough about them to train them. Additionally, they appreciate that the program helps them to gain some self-awareness and to acquire some affective skills which, coupled with some specific job skills, greatly increases job performance. It also contributes to the students' sense of self-esteem and sense of belonging. Satisfaction of these growth needs of self-worth and identification with an important organization can enhance the students' persistance and the result will be a higher retention rate for the college.

In terms of worker effectiveness, comments from various supervisors about trained student workers are far more favorable than those about minimally trained student employees. The writer's observation of trained peer helpers in the counseling operation indicates that, compared to untrained workers, they can help students more reliably, they

can assume responsibility more quickly (and more willingly), they are less confused by requests for assistance that they haven't dealt with before and they enjoy their work more.

Several benefits can accrue to the college that provides meaningful training to its student employees.

* The student workers can make an important contribution to the college in terms of providing helpful, effective personnel at minimal expense.
* The student workers can provide valuable assistance to other students who may feel more comfortable seeking help from their peers rather than from a faculty member or administrator. Students whose needs are met tend to stay in college.
* The student workers themselves can realize an improved success identity and can also, as shown by Alexander Astin's studies of the effects of on-campus jobs on student retention (Astin, 1975), persist in their academic program.

Monetarily, the personnel budget of the college will be enhanced. Also, the college will benefit from the improved retention rate of students. Perhaps more important than these fiscal considerations are the humanistic results that can derive from these efforts.

Emphasis in the training sessions is placed on the behavioral dynamics of what is being called the art of helping[2] because almost all the trainees are eventually placed in work situations where they are responsible for assisting fellow students. The training

program is therefore considered to be an extension of the counseling staff's function, whether or not the trained students are assigned to work directly with the counselors.

The learning objectives of the program are for the participants:

(1) to develop basic communication skills - attending, initiating, listening, responding - that facilitate interpersonal relationships;

(2) to acquire basic information relative to the college and the community, and to understand use of available informational materials; and

(3) to develop skills in interpersonal and human relations, including specific techniques that are basic to helping situations.

The composition of the training group presents a tremendous functional challenge: participants usually range in age and experience from recent high school graduates to experienced workers and veterans, from beleaguered parents to free spirits. Coming from financially limited backgrounds, many of the participants labor under feelings of inner poverty; they move in restricted space; their self-images are unclear. Added to this mix is the cold hard fact that the participants in the program are not seeking to be counseling paraprofessionals. The program is available to the participants because of their eligibility for college work-study awards, not because of their expressed interest in service work; however, the students <u>choose</u> to attend the program.

Part A: Learning The Concepts

LEARNING CBJECTIVES

After successfully completing this part of the module, you should be able to:

1. List three ways that trained student workers can be utilized in the counseling office to assist you in your counseling objectives.
2. List two ways that trained student workers can be utilized in instructional areas and laboratories to assist instructors.
3. List two reasons for the need to train students as peer helpers.
4. List the necessary procedures to plan and implement a peer helper training program.

PRETEST

Please answer the following questions. If you answer all the questions correctly, turn directly to Part B of the Module. If you miss any of the questions, please read through Part A before going on to Part B. The answer key is located at the end of Part A.

1. List three ways that trained student workers can be utilized in the counseling office to assist the professional staff in meeting counseling objectives.

2. List two ways that trained student workers can be utilized in classrooms and laboratories to assist instructors.

3. List two reasons for the need to train students as peer helpers.

4. List the necessary procedures to plan and implement a peer helper training program.

OVERVIEW

The workshop format is a combination of cognitive/affective training in the classroom and of closely supervised on-the-job experience. The structure of the workshop follows a basic learning concept by Robert Carkhuff: learners move through the sequential phases of exploring, understanding, and acting.[3] Participants become involved in various self-awareness and trust-building activities. These initial explorations lead to some new understanding of self, of others and the college. The understanding encourages action through increased involvement in the training. Trainees are then exposed to a considerable amount of information about programs and services of the college and the community, and they work through several activities that allow practice of new techniques in interpersonal skills. The cyclical process repeats and expands through the final activity of the training, which is supervised work at college registration.

A basic premise of the training program is that the helping process is contingent on effective communication, and that complete communication is a function of self-understanding as well as of techniques. In other words, a person who is aware of who s/he is and who understands how one's presence (attitudes, biases, assumptions) is a subtle yet profound aspect of communications, can then more readily begin to understand and apply the process of effective communication, and thus be better prepared to help another person.

Stated yet another way - being precedes communicating. The interdependent concepts of being, accepting, opening, sharing, and communicating - all prerequisites to helping - are emphasized throughout the entire training program.

The training activities help the trainees begin to realize that effective communication requires conscious effort. Specific exercises encourage the trainees to facilitate expression and to practice active listening, relevant responding and giving/receiving feedback.

Another basic idea in this training follows the positive precepts of William Glasser's reality therapy.[4] The professional counselors at the college where this training program originated work from the reality model; thus it was important for the paraprofessional staff to have a basic understanding of the reality principles and processes. Some of the central concepts of reality therapy or reality counseling can be taught in a relatively short period of time, and in the process of learning this material the trainees are practicing techniques of effective communication. Trainees make a reality contract early in the training program as a way of establishing their own learning objectives for the program. Then toward the end of the program in the skills-building

sessions the trainees can learn the basic what questions that focus on behavior: What are you doing? Is that getting for you what you want? What do you want? What are you willing to do to get what you want? Through role playing some typical student registration situations, trainees quickly begin to understand how these what questions can be helpful to students who are troubled by the processes of registering for courses or who are having trouble selecting their courses.

IMPLEMENTATION

Now we can look at how to set up a peer helper training program. At this point you have already identified the need for helpers. You have also determined that you must utilize the available resources - professional counselors as trainers and students as helper-trainees.

Step 1: Identify Your Source of Trainees.

Who is eligible to be trained? Or more realistically, who is available to be trained? Students who participate in the college work-study program as a part of their financial aid package are perhaps the most viable and available source. While you may wish to select trainees on the basis of person-centered qualities, you will need to accept all applicants and train them in self-concept development and interpersonal skills. Work with what is available to you.

Step 2: Identify the Training Objectives.

What tasks will the peer helpers be expected to perform? List these functions that you will expect of the student workers and then state them in terms of performance or behavioral objectives.

Also list the characteristics of a helper and write objectives for ways to help trainees acquire these traits. You may, for example, think of some qualities like warmth, caring and sincere intentionality that tend to exist innately in some people. It is questionable whether

or not these qualities can be taught, but there are ways to engage people in self-observation and in observation of helping situations so that they can begin to understand what personal conditions are conducive to helping.

What kinds of information are required of student helpers as they perform their assigned tasks? If they will be answering questions from other students, what are the sources of that information and how can they be trained to use those sources effectively? Write training objectives regarding information and its use.

Are there other interpersonal skills that are conducive to the helping process? How do one's personal values, biases and interests affect one's ability to help another person? How do you deal with ethnic and cultural differences? How can you teach someone to help a person who really doesn't know how to ask for help? These are questions that also lead to your specific training objectives.

Step 3: Identify the Operational Counseling Philosophy within which the Peer Helpers will be Working.

How do you describe your philosophy of counseling? Have all or most of your professional counselors been trained in a specific technique, and do they operate from certain acknowledged procedures? How can you train student workers so that their efforts with other students will relate most effectively to the efforts of the professional staff?

Step 4: Design Your Training Program.

By now you will have identified a sizeable number of training objectives. At this point it will be helpful to organize them into sequential categories. You may want to list them according to priority

of importance in relation to the amount of time available for the training; you may decide to postpone some training items until the students are assigned to their work stations. Be realistic! Set aside any objectives that require more than you can truly expect to accomplish.

Now you are ready to move on to some specifics of the program - the schedule, the purposes and learning objectives of each segment of the schedule, and specific activities to accomplish the objectives.

Step 5: Identify Resources that will be Needed.

To conduct the training program, you will need a trainer (or trainers) and a budget. The trainers can be college employees who include the training responsibilities in their regular job duties. The budget will need to provide some minimal training materials such as paper and pencils, duplicated information and activity materials. You may want to provide a folder for each trainee's collection of materials. Additionally it is helpful if you can provide refreshments during the break periods of the training sessions. Depending on the size of your group, these items should cost less than $100.

A larger budget expense may be hourly salaries for the trainees. If you will be training regular college employees, the training will not be a separate expense; it will be the employees' job orientation and will be included in the regular salaries budget. If you will be training student workers, particularly college work-study participants, you will need to provide funds to pay the trainees at an hourly rate comparable to the pay rate of their subsequent work assignment.

Current regulations for college work-study programs limit job training to the time after students are assigned to a work station, which may mean that the training is left up to various individual supervisors who may focus their training only on performance of a specific task along with some office procedures. The more thorough training proposed in this module is designed to help the student workers understand how their jobs fit in the context of the college organization and how the students as individuals can develop interpersonal skills that will be useful in their work assignments. If attained, these objectives can help the students have a more meaningful experience in their job as well as be more effective in their performance.

At least one counselor or instructor will need to perform the planning and implementation tasks (steps 1-7). Ideally there will be a staff development officer in the college who can assist with these functions, if needed. Some form of teaching experience or training can be useful, whether it be formal classroom work or small group process. Short of that, you're back to the basic elements of warmth, caring and sincere intentionality.

If <u>you</u> are the one with the implementation responsibility, you may feel that warmth, caring and sincere intentionality are fine qualities for hatching eggs; but you're not at all sure that, even if you possess these qualities, you'll be able to get the training job done well. Take heart! And keep this manual close at hand while you move through your planning phases.

The number of trainers or facilitators you need will depend on how many students are in the program. One counselor or instructor can work effectively with about twelve to fifteen trainees.

If your program is as intensive and inclusive as the module presented here, you will need two facilitators. It is not advisable to have more than 25-30 students in the group with two trainers.

Two facilitators can share or rotate the active role in the various training activities. Additionally they each work simultaneously with equal-size small groups on certain activities and float among the groups when the trainees are formed into dyads or triads.

It is helpful to know some basic concepts about group process, both in terms of planning the activities and for purposes of facilitator intervention. The writer works from a phase progression model of groups developed by Culbert which describes learning groups as moving through successive stages of trustbuilding, exploring individual differences, giving/receiving feedback, individual problem solving, group problem solving and celebration.[5] If the trainer understands where the group is in the development of its learning process then s/he can know what kind of activities to present and know when the group is ready to move into its next phase.

The initial phase of the group process deals with building trust - trust among the student trainees, trust of the trainer and trust of oneself as a participant. Early group activities should be non-threatening, playful activities that allow students to laugh away their anxiety about being in a new group and shake off their reluctance to become a participant. Push the furniture out of the way and get the trainees on their feet early in the program, keep them moving throughout the program with various involvement activities, and they will joyfully rise to celebrate at the end of the program.

After trust-building, when the trainees are feeling comfortable with the group and relaxing into the friendliness that comes with the early activities, they can begin to explore their individual differences. Activities focus on self-awareness through various exercises done solitarily as well as in dyads and triads. While individuals are looking at their unique features they are also beginning to notice the similarities that exist between them and other members of the group. At this point natural pairings will form.

Trainees next progress to increased involvement levels through several communication activities that elicit giving and receiving feedback. Trust and self-awareness continue to increase while the trainees learn how to communicate more effectively.

As the feedback exercises continue, trainees become aware of behaviors that block their communication and the exercises give them ample opportunity to work on these individual problems. With the facilitator's encouragement, some students will extend their new self-awareness to interpersonal problems that may exist for them outside the workshop and will begin to bring these real-life situations as the content of the training activities.

Group members can now move to group problem solving. Participants will have become aware of similarities and common concerns in the group. The training activities should now begin to focus attention on ways in which the trainees can work together as a group. Usually suggestions will come from the group itself and the group can sort through the ideas and choose one task on which everyone works or break into special interest groupings.

At this point students are ready to experience the skills building activities. This is the "nuts and bolts" phase where you will try to assure that everyone learns the basics of interpersonal functions and some useful techniques of the art of helping. This is the phase of the training when anyone who was frustrated by the early phase activities can begin to see how it all now fits together. They are now ready for on-the-job training.

Once they have completed the supervised work experience and gathered in their sense of accomplishment, they are ready to celebrate their new group identity.

Now prepare your training materials and get ready to implement the program.

Step 6: Implement the Program.

Send announcements of the program to all eligible trainees and distribute announcements generally to other students who may be interested in participating. Provide a form for an advance registration procedure so you will have an idea of how many trainees to expect.

Send a letter to each registered trainee to welcome him/her to this new adventure and to reiterate particular features of the program . schedule and training objectives.

Greet the trainees at the orientation session, take a deep breath and begin. Once you are into the initial activities and the trainees are getting acquainted and beginning to relax in the group, it is important to draw out the trainees' expectations. Ask: "What do you want to get out of this training program? What is in it for you?" Frequently, students will act bewildered at this point because they expect the trainer to tell them what to do.

Next you have an opportunity to discuss your expectations. You can discuss these behavioral norms in relation to the training objectives and to trainees' expectations. Later - anytime after the first session, usually during the feedback phase, certainly during the individual problem solving phase - the trainees may begin to question the value of some parts of the program or they may resist participation in certain activities. Don't panic! Honor these behaviors as imperfect efforts by the trainees to begin taking some responsibility for the outcome of the program.

This is a hoped-for stage in the group process and provides helpful energy to subsequent activities. As the program continues participants can be welcomed as partners in the training; each person who wishes to do so can contribute to the program content and activities so long as it is appropriate to the agreed-on objectives.

The next progression in terms of authority and the direction of the group activities is that one or more of the participants will emerge as a leader or the group will coalesce and decide what it wants to do in terms of celebrating its group identity. Sometimes groups decide to continue meeting as a group after the training is completed. These are the real successes.

Step 7: Evaluate the Program:

Design an evaluation instrument or questionnaire to provide trainee feedback. You may also want to utilize competency checks regarding the information portions of the training.

POSTTEST

Please answer the following questions as a way of clarifying your needs for peer helpers and as a check on your understanding of the material presented in Part A: Learning the Concepts.

1. List three ways that trained student workers can be utilized in the counseling office to assist the professional staff in meeting counseling objectives.

2. List two ways that trained student workers can be utilized in classrooms and laboratories to assist instructors.

3. List two reasons for the need to train students as peer helpers.

4. List the necessary procedures to plan and implement a peer helper training program.

ANSWER KEY - PART A

The answers listed here are indications for the rationale of a training program for peer helpers. The actual solutions depend on the variables of instructional and counseling objectives at your college. Some of these answers may not apply to your setting and, of course, there may be additional answers that are unique for your college.

PRETEST/POSTTEST

1. Student workers can be utilized in the couseling office:

   a. to greet and receive students.

   b. to assist with the intake procedures and to clarify the student's request.

   c. to ascertain if the request is for information only and, if so, provide the information.

   d. to answer the telephone, provide information, and/or forward the call to a counselor.

   e. to assist the clerical staff.

   f. to maintain career and college information materials.

   g. to work at orientation and registration.

   h. to work in community outreach and student recruitment programs.

2. Student workers can be utilized in instructional areas and laboratories:

   a. to tutor other students.

   b. to work as laboratory aides.

   c. to assist in student follow-up efforts.

   d. to assist in collecting and disseminating instructional materials or information.

3. Trained student workers are needed as peer helpers because:

   a. budget limitations may preclude increases in professional staff.

   b. many requests for counseling or assistance do not require the skills of a professional counselor.

   c. peers are perceived as trustworthy sources of information and assistance.

   d. peer helpers relieve counselors of the more routine informational requests and thereby utilize their professional training more effectively.

4. The steps to setting up a peer helper training program are:

   a. Identify source of trainees--who is available to be trained?

   b. identify the training objectives - what jobs will the trainees be expected to perform?

   c. identify the operational counseling philosophy and/or instructional philosophy within which the students will be working.

   d. design a training program, including specific learning activities, to accomplish the training objectives.

   e. identify resources that will be needed and identify constraints.

   f. implement the program.

   g. evaluate the program.

PART B: APPLYING THE CONCEPTS

Now that you have completed Part A or have otherwise successfully prepared yourself as a training group facilitator, here is an actual training module which can be readily adapted for your particular situation.

As you read through the module you may feel that there is an overload of communication activities. Certainly there is little value in continuing to work through all of these activities past the point when the group clearly demonstrates effective communication. What we have found is that full participation comes slowly for some of the trainees. The repetitious nature of the communication activities honors these learner needs and tends to assure learning for all trainees.

Your adaptation of the module may eliminate some of the communication activities or substitute some training in the specific counseling techniques utilized by your professional staff. These decisions will be influenced by the amount of training time you have as well as by your assessment of trainee learning and your training objectives.

Time frames are indicated for the various training activities to give you a guide by which you plan your workshop schedule. Each three hour session usually includes one fifteen minute break.

THE SCHEDULE

NOTE: Sessions are scheduled for 9:00 a.m. until 12:00 noon and 1:00 p.m. until 4:00 p.m. Participants are expected to attend all sessions, each day of the training program.

EXPLORING

First Day	9-12	Orientation Session
	1-4	Communication Lab I
Second Day	9-12	Communication Lab II

UNDERSTANDING

Second Day	1-4	General College Information
Third Day	9-12	Developing Skills for Helping
	1-4	Systematic Skills Building
Fourth Day	9-12	Registration Training
	1-4	Registration Training

ACTING

Fifth-Seventh Day	*Work at Registration according to schedule

CELEBRATING

Eighth Day	9-12	Summary and Evaluation
	12 noon	Picnic

*Each participant is required to work at least 4 hours each day of registration. Those who wish to schedule more hours may do so, depending on staff needs for additional hours. Trainees may also work at late registration. Trainees are paid the college's base hourly rate for part-time employees.

ORIENTATION SESSION

Purpose of this Session:

1. Introduce the training program -- concept and history.
2. Facilitate introductions so that participants begin to become acquainted with new people in the group.
3. Prepare the way for trust-building by facilitating involvement in several light activities and communication exercises.

Objectives:

1. Meet at least two different people and maintain a four-minute conversation with each person.
2. Participate in a guided fantasy to look at one's self.
3. List and discuss at least ten self-descriptive terms with three additional people.

Activities:

1. Sign in, receive name tags. (10 minutes)
2. Introductions of facilitators, guests and participants. (5 minutes)
3. Official welcome by an administrator of the College. (10 minutes)
4. Brief history of the training program and explanation of concept. (5 minut
5. Involvement activity: "Simon Says." (10 minutes)
6. Involvement activity: "One Step at a Time." (45 minutes)
7. Guided fantasy: "Explore Personal Space." (15 minutes)
8. Involvement activity: "Who Am I?" (60 minutes)

Activities Detail - Orientation Session

1. Name tags:

   Participants write their names (whatever they want other people to call them) in large print in center of card, then write a self-descriptive term in each corner of the card (e.g., "-ing" suffix words; or write words that describe personal attributes, preferences, favorite songs - color - animal - book - teachers - vacation, etc.)

2. "Simon Says" (or "Simone Says"):

   The old game where the participants try to do what Simon says to do, not what Simon (the facilitator) actually does. Simon says, "Thumbs Up!" "Thumbs Down!" "Thumbs Wiggle-Waggle!" But while Simon is saying these things he may be demonstrating one of the other actions: he may be saying "Thumbs up," but actually have thumbs down. Participants are asked to follow the directed actions quickly, so they must listen attentively.

   The activity is conducted with everyone standing. When participants follow the visual cue rather than the spoken direction, they share the laughter of the group and sit down.

   It isn't necessary to continue this until there is a single "winner." The point is that this activity provides a quick sample of the communication exercises that will follow in later sessions: listening is important. It involves everyone and it sets a jovial attitude.

3. One Step at a Time (45 minutes)

Regardless of our movement through life, whether we rush helter-skelter from one activity to the next or we move sluggishly or we move to the beat of a totally different drummer - our pace is only one step at a time.

In this non-verbal, milling activity, the facilitator purposefully slows the pace: "One step . . . one step . . . one step." Participants mill around among the group silently looking directly at faces and observing names and descriptive terms on name tags. After 3-4 minutes facilitator calls, "Stop. Choose someone near you whom you do not know and spend the next four minutes (two minutes each person) talking about your name - everything you can think of about your name: full name, nickname(s), assumed names, named after . . ., do you like it, etc."

Return to non-verbal milling activity at a faster pace for 3-4 minutes. Choose another partner. Discuss names again.

Return to non-verbal milling activity. (This time participants are encouraged to personalize their pace.) Participants return to their original partners and discuss the self-descriptive terms on their name tags.

Participants are then asked to look non-judgementally at their involvement and their movement. (Did you always move in the same direction? On the edge of the group? In the middle? How did it feel to look directly at new people? Did you talk freely? Did you talk first? Was it possible to listen or were you thinking of what to

say? How did it feel? etc.)

Discussion.

4. Explore Personal Space (10-15 minutes)

Participants sit or lie on the floor with eyes closed. Calm, restful music plays in the background while facilitator guides the participants on a pleasant fantasy trip to their favorite place where they see themselves alone, then sharing their place with others, then choosing to remain alone.

5. Who Am I? (60 minutes)

Participants write a list of at least ten self-descriptive items that indicate personal attributes, roles, affiliations, memberships, qualities, functions, goals, desires, physical features, astrological aspects, etc. Then rank the items 1 - 10. Criteria for ranking should be in order of critical identification of one's self. Ask: "Which item would be the most difficult to give up right now?" That will be item #1. And so on.

Choose a partner and discuss your list of ten items by telling how you decided to describe yourself this way. What is it about these ten items that are so important to who you are? (5 minutes each person - encourage questions).

You and your partner join another pair and continue discussion on individual basis. (5 minutes each person).

If time permits, move into groups of eight. This time vary the process by introducing your partner. See how much you can remember without looking at the list.

Discussion in large groups.

Variation: Participants are seated in a circle, then each person in turn stands behind their partner with hands on the partner's shoulders and introduces the partner.

COMMUNICATION LAB I

Purpose of this Session:

To continue trust-building activities.

To provide structure for learning about the group.

To begin exploration of individual differences/similarities.

To have fun.

Objectives:

1. Each participant write at least two expectations about being enrolled in this college and discuss them with at least three people in the group.
2. Each participant write at least two expectations about being in the training program and discuss them with at least three people in the group.
3. List and discuss training objectives and demonstrate relation of activities to objectives.
4. List, discuss and model expectations of the facilitators and obtain concurrence of trainees.
5. Participants will engage in involvement activities with at least two other people in the group.
6. Participants will list and discuss their personal strengths.
7. Participants will experience and be able to demonstrate how people communicate emotions non-verbally.
8. Participants will experience and be able to distinguish between

different, common body states (e.g., energetic, depressed, tired).

Activities:

1.	"What does Simon(e) Say after Saying Hello?"	(30 minutes)
2.	Discussion of Training Objectives	(15 minutes)
3.	Setting Group Norms	(15 minutes)
4.	Involvement Activities/Trust Games	(15 minutes)
5.	"Strengths Bombardment"	(60 minutes)
6.	Non-Verbal Communication	(30 minutes)

Activities Detail:

1. "What Do You Say After Saying Hello?"

   (See objectives #1 & 2.) Participants ask themselves "What do I plan to accomplish by being a student at this college? By being in this training program?" They write their expectations, then choose a partner to discuss their expectations (two minutes each person). Each pair join another pair and repeat discussion of expectations in larger group (2 minutes each person). One member reports from each small group. Facilitator writes expectations on chalkboard. Participants are asked to make observations about the discussions. (The primary factor to be observed is the similarities of the various expectations.)

2. Discussion of Training Objectives

   Facilitator discusses objectives (use handout) in terms of how they are designed to help participants meet their objectives (as well as facilitator objectives). This is also a good time to talk about the complete schedule (which was briefly mentioned in the orientation session) showing how the activities move from

   Exploring - self-awareness, trust-building, communication exercises, to

   Understanding - gaining information, building specific helping skills, role playing, to

   Acting - practical application, to

   Celebrating - what all successful groups do.

3. Setting Group Norms (Handout)

   Facilitator explains that we are all here for each other, that we share a common purpose of learning what we can do to help students meet their needs. These group standards or norms represent facilitator expectations of participants so we can all accomplish what we want.

4. Involvement Activities/Trust Games

   These are some of the standard trust-building activities (trust circle, trust fall, trust walk, etc.) plus some relatively new ones (aura, stand-off, stand up, lap game) from The New Games Book, Andrew Fluegelman editor, Doubleday & Co., 1976. These are useful at any time throughout the program - as energizers during the first few minutes of a session or as a relief during lengthy work sessions. Their beauty is that

they always engender laughter, friendly groupings, or relaxation. Loose clothes are preferable.

5. Strengths Bombardment

- Everyone writes three greatest personal strengths.
- In groups of 4-6 (people whom you've gotten to know well) focus on each individual strength (emphasize honesty and genuineness). Or . . .
- In groups of 4-6 each person in turn tells something s/he did in the past three months that was successful.
- Each person describes a successful personal activity (accomplishment) that happened last week.
- Each person describes a successful accomplishment today.
- The group describes the strengths that each person utilized in their successes.
- Then write descriptive terms on a blank piece of paper that is attached to each person's back.
- Discussion, sharing in large group.

6. Non-Verbal Communication

The facilitator begins by relating to participants how most of us use a lot of words in order to communicate, realizing, however, that a great deal of human interaction and communication takes place "between the lines." The facilitator explains that these experiences will be: fun, personally useful (participants will become more sensitive to friends and family), useful on the job, i.e., registration (participants will be able to "read" where a person is as they work with them and thus be better able to assist them).

Participants are instructed to sit comfortably, with their eyes closed, and scan how they presently feel.

The facilitator reminds them of how they felt as children at about age 5 or 6, i.e., more energetic, more expressive of anger or happiness, more curious. Participants are encouraged to place themselves in this Child's World for the next half-hour and allow themselves the freedom to play and learn as they wish.

They are instructed to pick partners. One becomes "A", the other "B". Person "A" is instructed to express in as many ways as possible, except with words, the following emotions: anger and resentment, laziness - boredom - inattentiveness, joy and pleasure. "B" is instructed to Mirror these expressions back to "A". After a minute, roles are switched.

Note: The facilitator should demonstrate these mirroring expressions in order that participants may understand their roles. Discussion follows as each set of emotions is expressed.

The facilitator reminds participants that these are overt expressions that each of us knows we express to others. The facilitator demonstrates, however, that our body expresses things we are not aware of about ourselves, i.e., 1) The body in a collapsed form, 2) The body in a joyous form of bravado.

Making participants aware that their bodies are storehouses of past experiences and feelings, the facilitator has them close their eyes once again and scan their bodies pretending to have had a hard day.

Facilitator: "How does your body react to stressful experiences? Tense shoulders? Face, neck-headache, stomachache? Tense lower back? Keep scanning your body, remembering what you do to it on hard, busy days, or tense upsetting ones. Now take on these distortions and exaggerate them. With your eyes partially or fully open, walk around - an exaggerated version of the tense, harried, upset you. Staying with this feeling, interact with other people as you move around."

Participants are reminded that many people at registration will be feeling like this. Discussion.

The activity is then repeated with participants pretending to have had a restful, joyous day.

Finally, the facilitator has participants take deep breaths in order to relax and leads them on a "Gentle Journey through their Bodies."

Discussion: How does this center your awareness? What does this tell you about yourself?

HANDOUT

GROUP NORMS

1. training workshop
2. responsibility: regular attendance, begin on time
3. mutually supportive, make and keep simple agreements
4. really get to know each other
5. honesty
6. openness to change: discuss growth (physiological, mental, emotional) as change
7. comfortable clothing
8. keep a journal
9. "The Undifferentiated" (Handout) p. 39.
10. "From I to We" (Handout) p. 39.

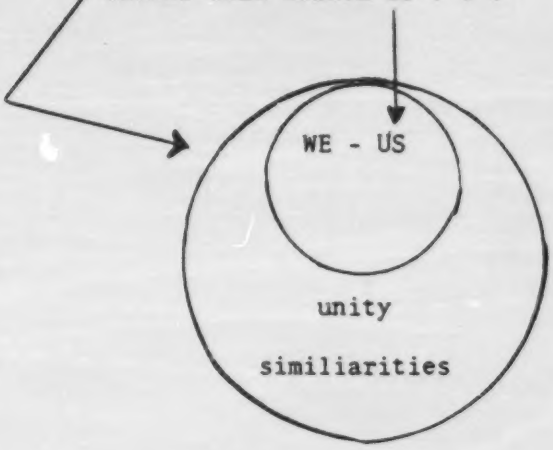
STUDENT SERVICES ASSISTANT TRAINING

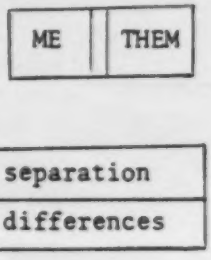
OBJECTIVES

1. to provide learning situations and growth experiences
   a. to develop basic communications skills that facilitate interpersonal relationships
   b. to gain understanding of basic information relative to the college and the community and to understand the use of available informational materials
   c. to develop skills in human relations including techniques
2. to enhance your college work-study experience
   a. to allow you to have a more meaningful and enjoyable work assignment
   b. to allow you to contribute effectively in your work assignment
   c. to provide interesting career possibilities
3. to prepare students to meet the needs of fellow students in support of the professional staff

THE UNDIFFERENTIATED AMONG THE PERCEIVED DIFFERENT

"We are more alike than different, and those differences can strengthen rather than weaken us . . .





"Let us concentrate on the similiarities while respecting the differences."

State Rep. Gonzalo Barrientos
Commencement Speaker
Austin Community College
Austin, Texas
May 1975

The Journey from I to We

Taken from Mayor Pro-Tem Jimmy Snell's address to Austin Community College graduates May 13, 1976.

"We need you to speak out for change.
We need you to make change happen.
Education is a form of change.
The pains of change are youth (growth) pains."

Mr. Snell then quoted from another famous speech:

"To live is to change. To be perfect is to have changed often."

Change is a natural aspect of growth. The person who realizes s/he is changing and who accepts change as natural realizes s/he is creating self through experience. Such a person looks forward to new experiences.

COMMUNICATION LAB II

Purpose of this Session:

To continue trust-building activities.

To practice effective communication, including giving and receiving feedback on interpersonal behavior.

To establish individual behavioral objectives for the workshop.

Objectives:

1. Each participant will form a communication support group with two other students.
2. Each support group will provide feedback to its members - each participant will,in turn, be the focus person, the observer of verbal behavior and the observer of non-verbal behavior.
3. Each participant will review his or her expectations for the workshop and will write individual objectives for the program.

Activities:

1. Koile's Compliment (2 hours)
2. Reality Contracting (40 minutes)

   If time is available...
3. Communication Review (5 minutes)
4. Group Problem Solving (5 minutes)

Activities Detail:

1. Koile's Compliment

   - Distribute handout, "Characteristics of Feedback" p. 45.
   - For this activity, the group size should be a multiple of 3

(12 or 15 is the optimum size - if there is an uneven size group, the extra person can also be assigned one of the support group functions).

- Begin by having students count around: A, B, C, A, B, C, etc. The As will be the first focus group (in the middle of the total group).

  Each B and C will choose an A to observe (B & C move so that they look directly facing their A). The Bs will observe verbal behavior. Listen closely so that you can tell your A what s/he says. Cs will observe non-verbal behavior. Watch closely so that you can describe to your A what s/he does physically (body movements, facial expressions, etc.).

- The first focus group is in the middle. The facilitator presents a discussion topic:

  each person tell two things you are proud of, or

  discuss two high points of the past week, or

  discuss two things other people do to make you feel good.

- Bs and Cs silently observe while the As have their discussion. Each A moves to its support group (B & C).

- Support group provides feedback on verbal and non-verbal behavior. Facilitator(s) move among the support groups and intervene in response to inferences and judgements (e.g., "You were nervous." instead of "You twisted the cuff of your jeans.") Facilitator intervention on inferences is extremely important as a training strategy here. You may point out that making inferences and judgements are typical conversation items but they are detrimental to providing effective feedback. Remind students of characteristics of feedback.

- The As respond to the feedback.

- Each support group shares their experience with the larger group (total training group).
- Repeat until Bs and Cs have been on focus.

Use a different discussion topic for each focus group.

This exercise may have some other name, but we call it after Dr. Earl Koile, Professor of Educational Psychology at the University of Texas at Austin. Dr. Koile is one of the most knowledgeable and effective group facilitators (training and therapy) I know; he used this exercise in a group that I attended and I have found it tremendously useful in our training program. The time requirement varies up to three hours to complete the entire activity. Students usually find it rather difficult the first time, but they can see progress the second and third time. It's great for group unity also. I call it Koile's Compliment because we use discussion topics that allow people to make positive statements about themselves and to elicit complimentary comments. For other groups it may be useful to present topics that have a higher personal risk.

2. Reality Contracting

Facilitator begins by referring to one of the activities in the first session on the first day, the discussion of students' expectations: "What Do You Say After You Say Hello?" The purpose of that activity was to give everyone the opportunity to indicate what they want from the training program.

Now each person is asked to review his/her answers to the questions from that first session: "What am I doing here in college? What am I doing here in this training program?"

Now ask: "What do I want?"

Write the question and your answers.

Facilitator should help students state their answers (objectives) with an active verb that will produce observable behavior, e.g., "Demonstrate the ability..., visit two campus offices..., obtain a date for Friday...."

Choose a partner and discuss your answers, your wants. Notice how the things you want are different (or similar) to your partner's wants. Move into groups of 4-6 and continue sharing your lists.

Now, individually, write the following questions and your answers: "What am I willing to do (to get what I want)? What am I not willing to do?"

Students report their objectives and facilitator writes them on chalkboard making appropriate comments on the range of various objectives, the groupings of similar objectives, and the probability of 90% success.

Now ask the students to indicate their commitment to their plans. Renegotiation is possible.

3. Review

Summarize the activities of this session and review all previous activities. Ask process questions: What was this activity like for you? What activity was particularly meaningful for you? At what point did you begin to feel that you were comfortable with the group? What made trust possible for you?

Review definitions of key words:

exploration	feedback
change	inference
communication	behavioral objective
trust	(others?)

4. How Can You Use the Group?

If time permits try some group problem solving: ask, "How can you use the group?" This is a chance to utilize group energy to work on some of the clustering of needs that may have been expressed in the reality contracting. For example: "We want to start an organization of single parents." or "We want to plan a student activities program." or "We want to see what can be done to improve transportation for students."

Characteristics of Feedback

Feedback provides helpful information about how effectively we communicate our thoughts, feelings, and actions. When presented with the following guidelines it allows us to learn how other people experience us and how well our behavior fits our intentions:

1. It describes behavior - no judgements or inferences. It leaves the recipient free to use it (or not). By avoiding evaluative language, it reduces defensive reactions.
2. It is specific, not general.
3. It is requested. Unsolicited feedback is usually unheard and unheeded.
4. It is well-timed; it is most useful at the earliest opportunity after the described behavior.
5. It is aimed at behavior over which the receiver has control.
6. In a group, it is based on behavior that is observed by several people. Both giver and receiver can check with other group members on the accuracy of the feedback.
7. It comes from a desire to be helpful, but the needs of the giver must not overwhelm the needs of the receiver.
8. It is presented in a way that it can be utilized, and it is checked to insure clear communication.

GENERAL COLLEGE INFORMATION

For this session we use the college catalog, student handbook and various student services informational materials and forms as training materials. The purpose of this session is to acquaint trainees with these materials as resources and references for the kinds of tasks they will be performing on the job.

An interesting and useful variation on the information session is to let trainees choose a college officer to interview regarding what services are available for students through that office. Trainees then report, orally, about their interviews. If you have enough time, this activity can be expanded to have trainees interview personnel at the various public/community service agencies whose services would be available to students - for example, legal aid, food stamps and consumer counseling service.

These "real life" involvements and the verbal reporting to the group enliven the group sessions and aid in development of group cohesion. The big drawback is that the interviews and reports will add about one full day to the training program.

DEVELOPING SKILLS FOR HELPING

Purpose of this Session:

To develop effective attending and responding skills.

To continue practice of effective communication with particular emphasis on the individual participant's attending/responding behavior.

To continue the systematic building of group support.

Objectives:

1. Each participant will focus on his/her individual style of communicating.
2. Participants will focus on and begin to learn about the complexities and barriers to effective communication.
3. Participants will practice attending to verbal behavior.
4. Participants will practice and learn about the effects of attending to non-verbal behavior.
5. Through practice, participants will learn to differentiate between effective and ineffective responding behavior.
6. Participants will become aware of and learn how to cope with their individual frustration.

Activities:

1. Creating a Communicating Space (10 minutes)
2. Tinker Toys (1½ hours)

HELPING SKILLS

3. Puzzle Game (40 minutes)

4. Long-Distance Communication (15 minutes)

Activities Detail:

1. Creating a Communicating Space

The facilitator gives a brief overview of the Skills Sessions and begins to create a mood for the sessions by emphasizing to participants that activities in these sessions will provide opportunities for each individual to explore and expand his/her understanding of their own personal style of communicating.

The facilitator emphasizes that in order to achieve this understanding, participants will need to allow each other the space to do so. Participants are encouraged to use the sessions to become more fully aware, not only of each other's behavior but of their own. Most importantly, the facilitator reminds participants not to make assumptions or judgements about behavior, but rather to explore and understand in order to achieve effective communication. Thus, creating the theme for the Skills Sessions as a focus on:

Be Aware.

Never Assume.

The facilitator encourages participants to allow themselves to take on different roles during these sessions, e.g., if they

have been waiting to be chosen, they might try initiating contact or vice-versa.

Finally, participants are asked to share any feedback they may have on the training program.

2. Tinker Toys

Participants are divided up into two groups of approximately the same size and instructed to go to opposite sides of the room.

A group member is chosen to be the "Message Center" which is placed in the center of the room between the two groups. The member is instructed to receive and relay messages only once with no clarification or repetition.

Each group chooses a "Runner" who will relay messages. The "Runner" from Group A will relay messages about the group's activity to the "Message Center." The "Runner" from Group B will receive the message from the "Message Center," and in turn relay it to his/her own group. "Runners" are instructed (1) to approach the "Message Center" only when the other runner has returned to his/her group, and (2) to relay their messages only once.

Each group is then given an exact set of Tinker Toys in a plastic bag. Group A is instructed to build whatever they desire and to relay instructions through their "Runner" on constructing the same object to Group B. Group B is instructed to build the object based on the messages received

by their "Runner."

The activity ends when Group B has received the final instruction from Group A.

The groups then bring their work together to compare, examine, and discuss. How did they do? How closely did the objects resemble one another? What occurred? What contributed to the communication break-down? How did members behave within their particular group? How did "Runners" feel? How did the "Message Center" feel? What made communication difficult?

The activity is then repeated. This time breaking the group into four (4) smaller groups. Two of the groups are instructed to work in exactly the same manner as before. The remaining two groups will also work as before; the only difference being that Group A is given a pre-constructed Tinker Toy object and instructed to relay messages on its construction to Group B. The activity ends when the groups have completed construction of their objects.

The groups are then brought together once again to compare, examine and discuss their activity. How was communication different between the two sets of groups? Which was simpler? (Giving and receiving instructions about a pre-constructed object or giving and receiving instructions about a spontaneously built object.) How did activity in these groups compare with behavior in the previous larger group?

Group members are asked to be observers while the activity is repeated once again with only two of the small groups. This time the "Message Center" is eliminated, and only one "Runner" is chosen to relay messages between the two groups as often as necessary until the object under construction is completed.

A final discussion takes place emphasizing the similarities/differences between the three communication activities (from complex to simple). Where breakdowns occurred? Reasons why - speed, distortion, assumptions?

3. Puzzle Game

Used in a Peace Corps Training program in the Fall of 1969, this activity proved to be an effective means of allowing participants an opportunity to experience and examine how they cope and deal with group frustration, as well as their own. The dual focus on individual, as well as group behavior, is unique in that participants as individual members or as a group can be observed as acting alone and withdrawing or initiating and taking leadership.

Participants are broken up into groups of seven (7). Two members from each group are chosen to be "Observers" of non-verbal behavior within their group. Another member is chosen to act as a "Monitor" and is instructed to watch "Puzzle-makers" for any misconduct/violation of the rules. "Monitors" may choose to either: 1) Verbally reprimand, or 2) Disqualify a "Puzzle-maker" for a violation. Disqualified "Puzzle-makers" exchange

places/roles with a group "Observer". The four remaining group members become "Puzzle-makers" and are asked to sit facing each other (at a table or by joining four desks) while being given the following instructions: 1) You will each be given an envelope containing pieces for an eight (8) inch square puzzle. 2) You can not talk. 3) You can not take. 4) When all the members of your group have completed their puzzles, you may get up and observe any other groups who are still working. 5) You may now begin.

Questions arising at this point should be answered briefly and only in terms of the given instructions. The activity ends when all groups have completed their puzzles.

The facilitator begins the processing by asking each group to discuss as a unit what occurred, allowing "Observers" to give feedback to individual members, as well as having "Puzzle-makers" exchange observations.

The facilitator then asks for a report from each group. What behavior did "Observers" note? Was the "Monitor's" job easy or difficult? How did "Puzzle-makers" feel? What made "Puzzle-makers" begin to work as a group? Who "broke" the rules first? How often? Who initiated contact? Who waited?

The facilitator then asks all group members to reflect upon their own particular conduct in their group. How did they behave? Did their behavior get them what they wanted? What, if anything, could they do differently?

Variations:

The activity can be conducted in the same manner giving "Puzzle-makers" three or four pieces to one puzzle, which must be constructed by the group as a whole. Also, the activity can be conducted without the use of two feedback "Observers".

Note: Puzzles are constructed from poster board and may be made in shapes (circles, rectangles, etc.) other than eight (8) inch squares.

4. Long-Distance Communication

The facilitator instructs the group to sit in a circle and asks for two "Volunteers" to go to opposite corners of the room.

The "Volunteers" are then instructed to carry on a conversation while walking toward the center of the group circle. They are given a topic and instructed to begin whenever they are ready.

Topics of conversation may range from college to personal concerns, for example, what do you like most about being a student? What do you see yourself doing in a year?

The remaining participants are instructed to observe the activity and to note verbal/non-verbal behavior.

The activity is timed for two-three minutes.

In order to exemplify the diversity of observable communicating patterns, this activity should be conducted

with two men, two women, and a man and a woman. Processing can be conducted after each couple has finished or held until all three couples have gone through the activity.

Discussion: Who initiated movement? What made communication difficult? What occurred as the "Volunteers" neared the center of the goup circle? What made the "communicating distance" between couples larger/smaller? What were the similarities/differences in communicating between the three couples? How did the "Volunteers" feel?

5. Communication Review

Using the Review activity from Communication Lab II, emphasize the relationship of the skills acquired in these activities to those necessary in order to be effective peer-helpers, specifically in working at registration. Encourage feedback.

SYSTEMATIC SKILLS BUILDING

Purpose of this Session:

To orient participants to the basic principles of the helping skills utilized by the professional counseling faculty.

To continue training in effective communication techniques.

Objectives:

1. Participants will review their reality contracts that were prepared in Communication Lab II, activity 2 .
2. Participants will review their personal strengths that were identified in Communication Lab I, activity 5 .
3. Students will learn the what questions of the reality counseling process.
4. Students will participate in a role play to practice basic helping skills.
5. Utilizing the what questions, participants will make a personal plan for an activity in their daily lives.

Activities:

1. Facilitator presentation of reality counseling principles. (15 minutes)
2. Review of participants' reality contracts. (15 minutes)
3. Review of participants' personal strengths. (15 minutes)
4. Discussion of the what questions. (15 minutes)
5. Review of feedback characteristics. (10 minutes)
6. Role play of helping situations. (60 minutes)

SKILLS BUILDING

7. Personal reality contracting. (15 minutes)

8. Review (20 minutes)

Activities Detail:

1. Introduction of reality counseling.

The goal of reality counseling is to help people develop responsibility for their own behavior. To get to this goal, one goes through a process of involvement with a counselor (or perhaps a peer helper) and takes a close look at one's self—behavior, consequences of the behavior, and motivation for changes. In an accepting friendly atmosphere one can begin to explore his/her options and make a realistic plan regarding the direction of one's life.

In a college setting, peer helpers will frequently be in situations where they may be asked by a fellow student to offer assistance in setting up their academic program or degree plan. The reality counseling process, which follows William Glasser's reality therapy model, can be effectively employed by peer helpers in these situations or in other instances where one student seeks advice from another student.

The principles of this reality process are

- become involved with the helpee
- identify behavior
- identify consequences

SKILLS BUILDING

- obtain a value judgement from the helpee
- assist the helpee to make a plan of action
- obtain a commitment to the plan
- accept no excuses
- keep trying.

The need for involvement, the need for love, the need to feel self-worth and to feel worthwhile to at least one other person — these are the motivators of much of our social activity, and they quite likely influence the decision to attend college. Students often turn to their peers for assistance and it is at this initial contact point where the reality process begins. A trained peer helper will know to respond to the student in a personable, friendly manner — to be warm, accepting and honest — to become involved.

Once the student and the helper are involved and a basis of trust is established (this need not be a lengthy step for purposes of academic advising) the helper can focus on identifying present behavior. Ask questions like, "What are you doing?" "What's happening?" "¿Qué pasa?" Ask what, not why.

Next the peer helper will get the student to look at the consequences of the behavior. Ask questions like, "What is that doing for you?" "Is that getting you what you want?"

SKILLS BUILDING

"What does that leave for you?" Usually the student will see that the results of the present behavior are undesirable.

Then the helper seeks to aid the student in expressing a value by asking, "What do you want?" or "Is what you're doing helping you?" The student must make the value judgement, not the helper, otherwise the student is denied the opportunity to develop responsibility.

Together, the student and the helper then make a plan. The student may, for example, have asked for help about changing majors. S/he may feel that the current load of required courses are not enjoyable, the grades are not satisfactory and it's really not leading toward an acceptable or meaningful goal. These ideas and feelings are explored and expressed through the initial steps of helping. Now the helper can ask the simple question, "What will you do to get what you want?" This basic question is restated and repeated if necessary ("What are you willing to do?" "What are you going to do?" "What do you see yourself doing next?") while the student explores through several options and identifies a plan of action: "I'm going to read through the catalog course descriptions and then I'll make an appointment with the faculty advisor in that department." Or ... "I'm still uncertain about my plans so I will talk with a counselor in the career center." Keep the plan simple. Shoot for 90% success.

SKILLS BUILDING

Next comes the commitment to the plan. If the peer helper has managed a good level of involvement --- friendliness and trust --- with the helpee, the situation will be more conducive to a commitment to action on the part of the helpee. Commitment is directly proportional to involvement. Ask questions like, "So, what now?" or "Ready to get started?" or "Now, what's the next step?"

The involved helper will not accept excuses for failure of the plan or reluctance to put the plan in action. These are indications that the plan is at fault, not the student. Make a new plan. Don't give up.

2. Review of reality contracts.

Participants look again at the contracts they wrote earlier in the training program. They are directed first to look at content. What was it that they said they wanted to accomplish in the program? What had they said they would be willing to do to meet their objectives? Now that the training has progressed to a better level of involvement and understanding on the part of the trainees some students may want to change or add items to their contracts. Encourage renegotiation.

Next look at the process. Notice that all of the questions contain the word what. What focuses on behavior— present behavior and planned future action. The question why is specifically

not asked. Why leads to excuses, rationalizations, and justifications, but it leads to minimal action. What is the subject of our efforts toward individual responsibility, and the process of these sequential questions prepares the way for responsible, realistic action.

3. Review of personal strengths.

In one of the trust-building activities on the first day of the program, the trainees discussed some successes they had experienced and the personal strengths that had enabled them in those accomplishments. Participants look again at these personal qualities that they call on when they are demonstrating their ability to take care of themselves, when they are acting responsibly. Trainees may want to add some new items to their list of strengths. These are the qualities that the trainees will utilize to enact their plans later in this session.

4. Discussion of the what questions.

These are the basic questions that a peer helper will employ to help another person focus on their present behavior and on a plan for action. What questions are a regular kind of questions in ordinary conversations; they are not contrived, they don't sound artificial or like psychological jargon. Here in this suggested format they provide a useful structure for the development, and enactment, of a realistic plan, a plan that aids individuals to take responsibility for their own reality.

SKILLS BUILDING

The WHAT Questions

What are you doing?

What are the consequences of the behavior?

Is that what you want? (What do you want?)

What are you willing to do to get what you want?

What is your commitment to your plan?

Occasionally peer helpers will be assisting someone who has already answered the first two questions. If the person's assessment of the situation has been honest and correct, then the helper can focus on obtaining a value judgement: "What do you want?" Then with this objective in mind, the helpee can see how to put his/her strengths to work toward a plan.

The what questions should be presented visually on a written handout or on the chalkboard or through a projector — so that trainees can refer to them in the role play and planning activities.

5. Review of feedback characteristics.

   In preparing for the role play, it is helpful to review the characteristics of feedback that were learned in an earlier session. The role play is an excellent practice of giving and receiving feedback as well as practice of the basic helping skills.

6. Role play of helping situations.

   The two facilitators present a demonstration role play: one person is the helper, the other is the helpee. To be

SKILLS BUILDING

meaningful to trainees, the demonstration should deal with the kinds of helping situations that the trainees will actually encounter later in their work settings. Relatively simple decision-making situations such as selection of courses for registration, time management, or identification of study skills problems would be useful examples. The helper should be certain to utilize the what questions. Allow about ten minutes for the demonstration.

Next the group will divide into triads. Within each small group the members chose the letter A, B, or C.

There will be three role plays.

In the first role play, person A will be the helper and person B will be the helpee. Person C will be the observer and will give feedback to person A. Allow about fifteen minutes for the complete role play and feedback.

Participants will shift roles the second and third time so that everyone eventually plays each part - helper, helpee and observer.

Encourage the participants, when in the role of helpee, to present actual or realistic problems. The trainers should have a few typical situations to suggest for the role plays in those cases when a student is unable to get started. Facilitators will move among the several triads making appropriate interventions to aid student learning of the what process and of the feedback process.

Once everyone has played each role, discuss the exercise in the large group.

7. Personal reality contracting.

This activity can take two approaches. First, the trainees can take another look at their earlier reality contracts and then extend them to include what they are willing to do at their job assignment or at their on-the-job training assignment at registration. For example a student may say, "I want to work at the advising station at registration and I'm willing to work 6 hours each day." Another trainee may be more specific: "I want to assist two handicapped students through the registration maze and I will ask for feedback on my performance from other student workers and from a counselor."

If there is time (5 minutes will be enough) encourage the trainees to make a second contract, a plan for some activity that they can realistically accomplish in their daily lives. Keep it simple. Remember the guideline of 90% possibility of success. For example, someone may want to show more caring or affection for their spouse, friend or partner and will plan to make at least two complimentary statements to that person each day.

For this activity, the <u>what</u> questions are asked in the first person pronoun:

SKILLS BUILDING

What am I doing?

What is that doing for me?

What do I want?

What am I willing to do?

What is my commitment to this plan?

8. Review

Review the activities of this session.

REGISTRATION TRAINING

In this final phase of the pre-service training we work on the specific job functions that peer helpers will have at college registration.

Details of this training are not being given here since registration is a unique operation at various colleges, or you may not be planning to employ your peer helpers at registration. The specific training activities you would use at this time will be determined by the job requirements of the student placements.

CELEBRATION - EVALUATION

Purpose of this Session

To provide final review and summary of the programs.

To provide for participant feedback and evaluation.

To celebrate successful completion of the program and provide closure.

To determine if the group wants to continue.

Objectives:

1. Participants will review their involvement and will discuss their strengths, their feelings of trust and their relationships with other people in the group.
2. Participants will review their accomplishments in the group.
3. Group members will give written and oral feedback to the facilitators.
4. Participants will discuss their work experiences at registration.
5. Participants will decide what (if anything) they want to do with the group now.

Activities:

1. Pick someone you would like to know better. Each person takes 2-3 minutes to introduce something about yourself that you value, e.g., discuss the strengths that you

CELEBRATION - EVALUATION

realized in yourself while working at registration.

2. Choose another partner and for five minutes discuss what you know or guess about each other that allows you to trust another person. At what point do you remember beginning to feel that you trusted that the group, or trusted someone in the group? What made the trust possible? What conditions or situations helped you trust someone or the group?
3. Review your reality contract: Did you get what you wanted from the training program? Discussion.
4. Students complete the evaluation forms. Discussion.
5. Facilitator leads discussion on the development of the group. Participants are asked to discuss their involvement in the group in terms of the source of authority and responsibility for what happened in the group.

   Level A: Docile participants attribute power to the "leader."

   Level B: Participants begin to challenge the perceived power of the leader: they may question the value of certain activities or the way activities are presented; participants may become passive-aggressive (arrive late, refuse to participate) or seek attention for their own accomplishments.

   Level C: Participants begin to take responsibility for

CELEBRATION - EVALUATION

what they can accomplish for themselves in the program. They move beyond individual differences and begin to work as a group.

6. Facilitator leads discussion on phase progression of the program. Activities are designed to facilitate movement through the following stages:
   - trust-building
   - exploring individual differences
   - giving and receiving feedback
   - working on individual problems
   - working on group problems
   - celebrating.

   This discussion may fit in with #2.

7. Identify one person you have developed a closeness with during the training program. Move to that person and express your feelings non-verbally. Identify someone else whom you would like to get to know better and express this non-verbally. Is there anyone else to whom you want to express your feelings? Move and express yourself anyway you wish.

APPLICATION FORM APPENDIX A

Student Services Assistant Training
Austin Community College
May 22-June 1, 1979
Rio Grande Campus Room 205

The counseling staff at A.C.C. is making plans for the next STUDENT SERVICES ASSISTANT TRAINING PROGRAM which is scheduled for May 22-June 1, 1979. You are eligible to participate in the program if you choose to do so, by virtue of your College Work Study award. (The program is also open to volunteer participants.)

You may know some of the more than 120 students who have completed one of the previous programs; you know then that these people have received some of the more rewarding work assignments in the College Work-Study Program.

The SSAT program is an enjoyable 2-week workshop experience that encourages development of self-awareness and it provides a structure for development of enjoyable relationships with other A.C.C. students. Additionally it presents helpful information about the college as well as about community agencies that relate to the needs of students at A.C.C.

If you plan to participate in the College Work-Study Program during the summer or fall semester 1979 and if you choose to attend the training program, you will be earning your regular hourly pay rate during the training program. The training is designed to make your CWS work assignment more enjoyable and meaningful for you and to prepare you for your job of assisting fellow students.

The program will be conducted at the Rio Grande campus. You will be expected to attend two 3-hour sessions (9 a.m. to 12:00 and 1 to 4:00 p.m, ---six hours each day) during the first week; the second week will provide on-the-job training plus some regular 9-12 and 1-4 sessions.

If you plan to attend the training program, complete the form below, detach it and return it to a counselor at any A.C.C. campus by Friday, May 18, 1979. The next training program of this type will be January 1980.

Yes, I plan to attend the SSAT May 22-June 1, 1979.

Name_____ SS#_____

Address_____ Zip_____ Phone_____

Major course of study_____ Semesters completed at A.C.C. 1 2 3 4

I have had previous College Work-Study experience: YES _____ NO _____

My CWS assignment was _____

I am not in the CWS Program; but I want to volunteer in the Student Services Assistant Training Program. I understand I will not be paid for my participation. (check if appropriate) _____

APPENDIX B

May 14, 1979

Dear

I am pleased to welcome you in your plans to attend the Student Services Assistant Training (SSAT) program May 22-June 1, 1979.

During the past four years the program has developed into a series of activities that are both informative and enjoyable. Sessions are scheduled daily from 9:00 a.m. to 12:00 noon and 1:00 to 4:00 p.m., and you are expected to attend each session. You will be paid your regular work-study hourly rate for attending the SSAT; the pay will be included in your first work-study pay check on July 15, 1979.

Additionally, all participants will be involved in working at the Student Services station at registration. You will be paid $2.75/hour for that work, and these paychecks will be delivered on June 30, 1979.

We look forward to seeing you at Rio Grande, Room 205, 9:00 a.m. on May 22, 1979.

Sincerely,

Bill Rose, Director
Student Services, Ridgeview

ts

APPENDIX C

EVALUATION FORM

STUDENT SERVICES ASSISTANT TRAINING PROGRAM

1. Was the training program helpful to you? YES _____ NO _____

   If NO, why not? _____

2. Did the program accomplish its stated objectives regarding
   communication? YES _____ NO _____
   information? YES _____ NO _____
   interpersonal skills? YES _____ NO _____

3. Did the program prepare you to contribute effectively in your College Work-Study work assignment? YES _____ NO _____

4. What did you like most about the training program? _____

   _____

   Why? _____

5. What did you like least about the training program? _____

   _____

   Why? _____

6. What do you think could have been added to the program? _____

   _____

7. What do you think could have been excluded from the program? _____

   _____

8. Do you feel that you could now help other students who seek assistance in college offices? YES _____ NO _____

9. Would you encourage your friends to enroll in future SSAT programs?
   YES _____ NO _____

10. Additional comments? _____

    _____

    _____

    _____

    _____

AUSTIN COMMUNITY COLLEGE

this is to certify that

has successfully completed all the requirements for

Student Services Assistant Training

_____
date

director
area I Bill Rose

II Arthur L. Sims

'77 '76

Interview Form

Official name of agency/office _____

Common name _____

Name(s) of staff members(s) interviewed _____

_____

_____

Basic functions/responsibilities _____

_____

_____

_____

_____

Additional services provided _____

_____

_____

_____

Are services available to all students? Yes_____ No_____

If answer is no, please explain. _____

_____

_____

Location of office _____

Other sector locations _____

_____

Printed materials available _____

_____

Additional Comments _____

NOTES

[1]John E. Roueche and Jerry J. Snow, Overcoming Learning Problems (San Francisco: Jossey-Bass, Inc., Publishers, 1978).

[2]Carkhuff, The Art of Helping, (Human Resource Development Press, Amhurst, Massachusetts, 1973), p. 7.

[3]Ibid.

[4]W. Glasser, Reality Therapy, (New York: Harper & Row, Publishers, Inc., 1965).

[5]Samuel A. Culbert, "Accelerating Laboratory Learning Through a Phase Progression Model for Trainer Intervention," Journal of Applied Behavioral Science. Volume 6, No. 1, Jan/Feb/Mar 1970.

[6]Culbert, pp. 24 and 25.

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